

Newhall Infant and Nursery School



Special Educational Needs and Disabilities (SEND) Policy

**DCC (updated by NINS)
September 2025**

Date Written	Frequency of review	Next review date
September 2025	Annually	Autumn Term 2026
Governor link	Staff link	Committee
Claire Butler	Penny Pooley	Curriculum

Introduction

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- Children and Families Act 2014
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: Key Stage 1 and 2 framework document (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the SENDCO, in liaison with the Headteacher, SEND Governor, staff, parents/carers and pupils.

Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Shelley White (Headteacher).

The person co-ordinating the day-to-day provision of education for pupils with SEND is Penny Pooley, the Special Educational Needs and Disabilities Co-ordinator (SENDCo).

The SENDCo can be contacted at Newhall Infant and Nursery School – Tel (01283) 216496 – or via e-mail – penny.pooley@newhallinfants.co.uk

The School Governor responsible for SEND is Claire Butler.

She can be contacted via e-mail – claire.butler@newhallinfants.co.uk

Aims

Our overarching aim is to create an atmosphere of encouragement in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention;
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular;
- enabling each pupil to partake in, and contribute fully to, school life;
- endeavouring to meet the individual needs of each child;
- developing self-esteem within the individual;
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children;
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual;
- monitoring closely those with SEND by termly review and assessment, to enable us to recognise, celebrate and record achievements;
- providing access to, and progression within, the curriculum;
- working with parents and other agencies to provide support and opportunities for those children with SEND;
- using a variety of teaching strategies, which consider different learning styles, to facilitate meaningful and effective learning for all children;
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs;
- ensuring access to a range of resources and training to support staff in their teaching of children with SEND;
- including the voice of the child in monitoring and reviewing target setting.

Objectives

- to identify and provide for pupils who have special educational needs and additional needs;
- to provide access to a broad and balanced curriculum through careful planning, adapted work, extra staff to give support and specific resources to meet needs, as far as possible within financial constraints;
- to work within the guidance provided in the SEND Code of Practice, 2014;
- to provide support, advice and training for all staff working with pupils with special educational needs;
- to develop an effective partnership between parents and school with regard to SEND provision.

Definition of Special Educational Needs and Disabilities.

Definitions of special educational needs and disabilities (SEND) taken from the Special educational needs and disability code of practice: 0 to 25 years

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special education provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

SEND is divided into 4 broad areas:

Communication and Interaction - this includes children with speech and language delay, impairments or disorders and those with ASD, including Asperger's syndrome and Autism.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Mental and Emotional Health - this includes children who may be: withdrawn or isolated; displaying disruptive or disturbing behaviour; hyperactive; or lack concentration. These behaviours may reflect underlying mental health difficulties.

Sensory and/or Physical Needs - this includes children with sensory, multi-sensory and physical difficulties, such as visual or hearing impairment.

It is worthy of note that there are other factors that might impact on progress and attainment but are not considered as SEND.

Factors such as attendance and punctuality, being in receipt of a Pupil Premium Grant, being a Looked After Child or being a child of a Serviceman/woman are not automatically regarded as SEND. Children are not regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Behavioural difficulties do not necessarily mean that a child or young person has a SEND and do not automatically

lead to a pupil being registered as having SEND. Slow progress and low attainment also do not necessarily mean that a child has SEND.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

As a school we observe two key duties:

- we must not directly or indirectly discriminate against, harass or victimise disabled children and young people;
- we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Identification, Assessment and Provision

At Newhall Infant and Nursery School, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for pupils.

Early Identification

Every pupil’s skills and attainment will be assessed on entry to Newhall Infant and Nursery School. At the same time, we will consider whether a young person has a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made. The needs of pupils are evaluated through a range of indicators:

- The outcomes from baseline assessments.
- Teachers should make regular assessment of all pupils and identify those who are making less than expected progress. The first response to any pupil who falls into this category should be highly targeted teaching at the area of weakness by the teacher. Following this, if there is no improvement, the teacher, in conjunction with the SENDCo, should gather further evidence including the views of the pupil and parents.
- Concerns raised by parents, the young person and outside agencies and to take account of any information that they provide.
- Standardised screening or assessment tools.
- Behaviour data.

Persistent disruptive or withdrawn behaviour do not necessarily mean that a young person has SEND. If there are concerns, assessment should be made to determine if

there are casual factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances a multi-agency approach, such as a TAF may be appropriate.

Once the appropriate assessments have taken place, a decision will be made on whether a pupil has SEND based on the SEND Support Frameworks, in one or more of the 4 'broad areas of need'; Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties or Sensory or Physical Needs.

Special Educational Provision at Newhall Infant and Nursery School

Teachers are responsible and accountable for the progress and development in their classes, including where pupils access support from teaching assistants and/or specialist staff.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teacher's understanding of strategies to support vulnerable pupils.

In deciding whether a pupil has SEND, information should be gathered on pupil progress (alongside national and expected progress levels), parents and/or carers, teachers and the pupils.

Any decision on whether SEND provision is required must start with the desired outcomes, including progress and attainment. This must include the views of the pupil and the parents/carers. This should then determine the support that is needed.

If any support is to be provided, parent/carers must be informed and a clear date for reviewing progress must be set.

SEND provision will be based on all information received, but initially through our own in school test data. Additional information, such as private assessments, will not be the main data used, as this is not available for all pupils, but will be used in conjunction with our own data.

Identification and provision will be made through the SEND Support Frameworks for each of the four categories of need.

In class TA support will be allocated to pupils with an Education Health Care Plan.

Where there is any spare capacity for in class support, the SEND Support Frameworks will be used to decide where the in-class support is allocated.

SEND Support (A graduated response)

At Newhall Infant and Nursery School, where it is determined that a pupil does have SEN, parents/carers will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle that enables the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted if this is felt to be appropriate following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENDCo and parents/carers to agree the adjustments, interventions and support that is required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. A provision map will be used to record strategies for pupil progress. It will draw upon information on:

- Environmental Strategies - *How the child's physical, personal and instructional environments are changed to support their needs.*
- Positive Skills.
- Rewards Strategies - *Meaningful rewards and praise linked to the child's targets.*
- Reactive Strategies - *Planned and consistent adult responses and strategies used when difficulties arise. (Learning-correction procedure, behaviour-management plans).*

It will also contain information on:

- The view of the child and the parent(s)/carer(s)
- Learning targets

- Actions
- Support
- Learning Target Actions Support Review
- Date for review

The Provision Map will only record that which is different from or additional to the normal, adapted curriculum and will focus on 2 or 3 individual targets that closely match the pupil's needs. Provision Maps will be discussed with the pupil and parents/carers.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and difficulties, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

The SENDCo in collaboration with the class teacher, will decide the action required and the nature of the intervention to help the pupil progress. Based on the results of previous assessments the actions could include:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment or staff training.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date, on a termly cycle. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. These views will be recorded and will feed into the analysis of the pupil's needs. The class teacher, working, if required, with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in conjunction with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SLT and school governors
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor

- School Self-Evaluation document
- meetings of parents and staff, both formal and informal
- parent and pupil feedback questionnaires and interviews

Involving specialists

Where a pupil continues to make less than expected progress due to SEND, despite the use of evidence based approaches and well-matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies.

At any point where a specialist is involved, parents/carers will be fully involved in the process.

IP (Inclusion Panel)

Derbyshire's Inclusion Panel (IP) initiative is for pupils with significant special educational needs in mainstream primary and secondary schools. IP gives pupils access to specialist services, as appropriate, such as Inclusion Support Advisory Service, at this earlier stage and gives schools the earlier opportunity to reduce barriers to learning for pupils.

Education, Health and Care plans

Education, Health and Care plans (EHCP) are the replacement for Statements of Special Educational Needs. Where, despite the school having taken the relevant action to identify, assess and meet the needs of a pupil, the pupil has not made expected progress, the school and parents/carers should consider applying for an EHCP.

Provision Mapping

Provision maps will be used to track the progress of pupils where intervention is taking place.

Provision maps will be used in the review part of the graduated approach to support the continuation or changing of any SEND support being given.

Admissions

The LA has overall responsibility for school admissions, and all applications should be made through them. However, we welcome visits from any parents thinking about applying for their pupil.

Resources

The overall level of funding (the National Budget) for SEND is delegated to the school by the LA and is identified in the school budget statement. This amount is not ring-fenced.

The responsibility for determining the amount of resource for SEND lies with the school. Governors who will seek advice from the Head teacher and SENDCo. The resources for SEND are used to provide teaching assistants, specific training on SEND and specialist resources.

Role of the Governing Body

The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all pupils with SEND. The Governors and Head teacher are responsible for the school's policy and approach to meeting pupils' special educational needs and disabilities.

Roles and Responsibilities

The Head teacher has overall responsibility for the management of SEND provision. On a day to day basis, this responsibility is delegated to the SENDCo who keeps the Head and governing body fully informed, through the line management system.

All teachers are teachers of pupils with SEND and they have a key role in ensuring that pupils' needs are identified and met. They are responsible for the progress, development and attainment of all SEND pupils in their classes, including where pupils access support from teaching assistants or any other specialist staff.

Teaching Assistants are a valuable part of the support for pupils with SEND.

Involving Parents/Carers

Newhall Infant and Nursery School will ensure that all parents/carers are fully informed of any SEND their son/daughter may have.

Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling pupils and young people with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their son/daughter's education. They have knowledge and experience to contribute to the shared view of a pupil's needs. We actively seek to work with parents and value the contribution they make. All parents of pupils with special educational needs and/or disabilities are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their son/daughter's education.
- Be informed by the school of their son/daughter's placement within the SEND framework.
- Have the opportunity to make their views known about how their son/daughter is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- Alert the school to any concerns they have about their son/daughter's learning or provision.

- Fulfil their obligations under home/school agreements, which set out expectations of both sides. This will usually be done through: Parent Consultations (informal or formal);
- Provision Map reviews and Annual Statement reviews. The LA recommends Derbyshire's Information and Advice and Support Service for Special Educational Needs and Disabilities (DIASS), who provide confidential, impartial help, information, advice and support. They can be contacted by email on ias.service@derbyshire.gov.uk and their contact telephone number is 01629 533668.

Derbyshire County Council produce a Local Offer which contains information about many of the services and resources available to families. This can be accessed through the internet at www.derbyshiresendlocaloffer.org

Parental concerns regarding SEND

If any Parent/Carer has concerns, or wishes to make a complaint regarding their pupil's Special Educational Needs and/or disabilities, then these procedures should be followed:

- Raise initial concerns with the class teacher. Usually any problem can be dealt with at this stage.
- Arrange a meeting with SENDCo - if conflicts cannot be resolved the Head teacher should be involved.
- Arrange a meeting with the Special Needs Governor.
- Arrange a meeting with a sub-committee of Governors.
- Full Governors meeting.

If there are still unresolved issues, contact may be made with the Local Authority.

At any point the parent may wish to contact Derbyshire's information and Advice and Support Service for Special Educational Needs and Disabilities (DIASS), for advice.

SEND In-service Training for Staff

- The SENDCo attends regular cluster meetings to update and revise developments in the area of SEN and Inclusion.
- Where there is a requirement to meet a pupil's additional needs or an issue of inclusion the school will set targets to meet those needs and, where appropriate, action points added to the School Improvement Plan. In-Service training and individual professional development are arranged matched to these targets.
- In-house additional needs and Inclusion training is provided by the SENDCo via staff meetings.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the Head Teacher will ensure tailor-made training is provided where appropriate.

Pupil Participation

All pupils should be involved in making decisions about their education, where possible and appropriate. As part of the pupil's SEND provision the school should listen to the views of the pupil. For pupils with SEND, we aim to involve the pupil in understanding his or her difficulties and what is needed to overcome them. We also encourage pupils with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

All pupils with SEND are given the opportunity to contribute to their termly reviews. Communication aids such as video or tape may be used if necessary.

Links with External Agencies

At Newhall Infant and Nursery School we recognise the important contribution made by external support services in the identification, assessment and provision for pupils with SEN. For example:

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENDCo as to the purpose of each visit.
- The Inclusion Support Advisory Service visits regularly to provide specific information, shares resources and provide in-service training.
- Teachers from the Sensory Impairment Team will work in school to support children, both with and without EHCPs, who have vision or hearing impairments. The specialist teachers work directly with children where this is indicated on an EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to Provision Map reviews.

The SENDCo liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician/Medical Officer
5. Speech and Language Therapy
6. Physiotherapy
7. Occupational Therapy
8. Specialist services within the LA, e.g. visual/hearing impairment, Educational Psychology, Inclusion Response

Parents/carers are always informed if any outside agency is involved.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored in a locked cabinet. SEND records will be passed on to a child's next setting when he or she leaves.

Accessibility

Newhall Infant and Nursery School has prepared an Accessibility Plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the curriculum;
- increase the physical accessibility of school premises for disabled children;
- improve the delivery of information which would usually be provided in writing to disabled children, where this is not appropriate. Where parents want a child with a significant disability or Special Educational Need to continue their education at Newhall Infant and Nursery School, every effort will be made, in partnership with the LA, to take all reasonable steps and make all reasonable adjustments, to meet the parent's wishes.

Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENDCo, the SEND Governor and the Head Teacher. Review of the policy will take into account:

- The progress made by pupils with SEND at the school.
- The success of the school at including pupils with SEND.
- Any recommendations from Ofsted or the LA about improving practice.
- Any factual changes, such as names of personnel.